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Faculty Notes

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FACULTYNOTES

SPRING 2019 CLASSES BEGIN

January 14, 2019

CELEBRATION OF SCHOLARSHIP

Poster abstracts due:

March 1, 2019

Event week: April 8 – 11, 2019

DISTINGUISHED FACULTY AWARD

Deadline for submission of the nomination dossiers:

Friday, February 15, 2019

(Provost & Academic Vice

President's Office/AD 133)

SCHOLARLY LUNCHES

February 14, 2019

Dianna Taylor, Ph.D. (Philosophy)

Wendy Wiedenhoft-Murphy,

Ph.D. (Sociology & Criminology)

MARCH 12, 2019

Jean Ferrick, Ph.D. (English)

Sokchea Lim, Ph.D. (Economics
& Finance)

APRIL 10, 2019

Chris Sheil, Ph.D. (Biology)

FACULTY NOTES

Deadline to submit:

April 15, 2019

Issue print: May 2019



Denise Ben-Porath, Ph.D. (right), is awarded a plaque naming her Distinguished Faculty Awardee for 2018 by Jeanne Colleran, Ph.D., former Interim President, at the commencement ceremony on May 20, 2018.

Meaning and Purpose

(The following remarks were made by Denise Ben-Porath, Ph.D., at the reception honoring her as the Distinguished Faculty Awardee for 2018. The reception took place on May 7, 2018. Remarks are edited for length.)

Let me begin by saying what an honor it is to be receiving this award. I am honored and frankly still a little mystified as to how I am the recipient of this prestigious award when surrounded by so much talent here at JCU. I will say that it is easy to strive to be the best version of yourself when you are surrounded by excellence, and we have no shortage of that at John Carroll. In particular, I would like to mention the Department of Psychology. Every day I work alongside members of my department who epitomize excellence, be it by implementing innovative teaching methods, mentoring students in their award-winning research, or providing new and exciting internship opportunities for our undergraduates. To my colleagues in the department, you inspire me by example every day to work harder and be better. Thank you for that. In

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Meaning and Purpose *continued from page 1*



Denise Ben-Porath, Ph.D.

particular, I would like to acknowledge my colleague Dr. Elizabeth Swenson, who nominated me for this award. I am humbled to have been nominated by her and fortunate to be mentored by such an accomplished woman.

So, when I learned that I was this year's recipient of the Distinguished Faculty Award, my scared inner child emerged. I was in front of my computer screen that day working when an email appeared from Interim President Colleran asking me to call her on her cell phone. Immediately I felt as if I was being called into the principal's office. When President Colleran told me that I was this year's recipient of the Distinguished Faculty Award, my inner child immediately felt relief, which was quickly overshadowed by joy. Only later did I learn there was a downside; I needed to deliver a speech that was to later be published in *Faculty Notes* so that my words could live on in cyber infamy. Naturally, like a good researcher, I went to the archives of the *Faculty Notes* to see how this talk has gone in the past. What I quickly noticed is that there seems to be a theme that runs through many of these speeches, be it the importance of gratitude, the need for community, or the wonder of life. So, in keeping with having a theme, I would like to talk about the importance of cultivating a life of purpose and what that means to me.

When I first began teaching at John Carroll I taught the Eight Stages of Psychosocial Development by a Neo-Freudian named Erik Erikson. Erikson believed that there were stages in one's life through which people must pass. Erikson stated that, as people approached middle age, it was important for them to experience generativity or the need to guide and nurture young people and contribute to the next generation. Without the ability to reflect back on their life and feel that they had made an impact on those around them and the generations that follow, Erikson believed that individuals would feel stagnant and languish emotionally as they aged. When I began my academic journey at the age of 27,

the stage of generativity versus stagnation was a concept that I taught to freshmen. Now, at this stage in my career, I find that it is a concept that I live. So, as I enter this golden age of generativity, I'd like to talk about what it means to me to cultivate a life that you can reflect back on that has purpose and meaning. In my humble world view, I think finding a career that allows you to give back to others is the path to leading a life with purpose. Our role as educators uniquely positions us to do this on a daily basis.

In 1985, when I was a junior in high school, my psychology teacher, Mr. Dan Cody, honored me at the end-of-the-year assembly. He played an important role in shaping the direction of my career path. This educator laid the foundation to help me find what was to become my purpose.

Some 25 years later, I met Ryan Marek. Ryan was a rather quiet, soft-spoken, intellectually curious young man. He came to me interested in majoring in psychology after having taken an introductory course of mine. I advised Ryan on classes, helped him discern his future career goals, and I mentored him on his own independent research during his senior year. That research project was later published in 2013, with Ryan as the lead author. Ryan went off to graduate school, but before he left he nominated me for this award. Ryan will always hold a special place in my heart not only for this but also because my husband and I can claim him as the very first academic child that we raised together. After Ryan graduated from John Carroll, he was accepted into the doctoral program in Clinical Psychology at Kent State University, where he continued his research in the area of eating disorders and assessment under the mentorship of my husband, Dr. Yossef Ben-Porath. Currently, Ryan is an assistant professor of clinical psychology at the University of Houston-Clear Lake, where he continues his research in eating disorders and assessment. There is such great joy and satisfaction in knowing that I played some

small part in shaping the direction of a career path that undoubtedly fills him with a sense of purpose and meaning. This is the gift that our careers as educators give us.

Sometimes the mentoring and giving back to students doesn't happen through research or classroom instruction, and sometimes a student's trajectory to finding purpose is not linear. I recently met with an incredibly bright and talented senior who was filled with regret because they failed to work to their potential and squandered many opportunities available to them during their four years at Carroll. This conversation revealed insecurities, fears of inadequacy, fear of failing and the most dreaded fear of all: fear of really trying and still failing. I hope what I was able to impart to this student over several talks during my office hours is that complacency, playing it safe, or pretending not to care is far worse than failing. It's stagnating: stagnating the mind, the spirit and the soul. I like to think that I imparted some small wisdom and planted seeds of insight during these talks that may ultimately play a role in helping this student find purpose and meaning.

I have been fortunate in that my degree has provided me a multitude of ways to find purpose by giving back to others. The research I conduct focuses on finding effective treatment modalities for two highly challenging mental disorders, borderline personality disorder and eating disorders. My hope is that the research that my colleagues and I have conducted will have a lasting impact and serve to ameliorate suffering in these populations. As a clinical psychologist, I am also able to give back by providing treatment to individuals with psychological problems. Recently I ran into the mother of a former client of mine. She beamed with pride when she talked about how well her daughter has been doing since she completed treatment more than three years ago. She mentioned how the skills taught in therapy helped her daughter

manage a difficult break-up in college and finish her senior year with a 3.8 GPA.

I have sometimes wondered how it is that I chose a helping profession such as psychology and education. My late father, John Shondrick, used to like to say that I went into psychology so that he could be my first case study. There may be some truth to this, but I would also like to acknowledge my mother because I think that she played a pivotal role in why I chose a helping profession that has brought me so much satisfaction and meaning. In psychology there is a concept called observational learning, which means that people alter their behavior by observing the rewards and/or punishments that others receive as a result of their actions. I thank my older brother Mike for teaching me the punishment aspect of observational learning. For example, do not drive a car underage, without a license, with a quarter of a tank of gas, you will run out of gas, the Barberton police will catch you, and your parents will be infuriated. When it comes to the reinforcement aspect of observational learning, I had no greater model than that of my mother. Through words but mostly deeds, she has taught me what it means to give back and the rewards it brings. My mother, along with the Quakers, marched for peace in 1979 and again for women's rights in 2017. As a child, I have memories of dropping off clothes to victims at the Domestic Violence Shelter, participating in Hands Across America, and watching her perform as a life-size flower in "Alice in Blunderland," an anti-war musical. With Habitat for Humanity, she built 25 homes for low-income families. You can still find her, at the age of 75, on top of a roof with a hammer in her hand and a nail in her mouth.

I have long thought that the two things critically related to happiness that are under a person's control are the career path they choose and the person they marry. I think it's hopefully very clear that the career path I chose has brought me great happiness and

many rewards. However, I would be remiss without mentioning my husband Dr. Yossef Ben-Porath. I have shut down many airplane conversations and cleared many a room when people ask what I do and I tell them I am a psychologist. Nothing, however, compares to the deafening silence when people learn that I am married to another clinical psychologist. Those who are bold enough to remain in the conversation with me frequently ask, "How does that work... don't you two psychoanalyze each other all of the time?" Yossi, I don't feel psychoanalyzed by you most days, I feel eternally grateful and blessed that you found me. You elevate me in every way a person can—emotionally, intellectually, professionally, and spiritually. Not only do we get to share the joys of our three children together, but we share our students, our research, and our shared passion for our common careers. That is a gift I treasure.

Lastly, to our three children that are here today, I want to thank you for all of the ways you make me a better person and professor. Ella, thank you for helping me grade my exams. Students: I promise I only let her grade the multiple choice and not the essay questions. Johnathan, thank you for being my sounding board when I am reading and grading a student paper. Students: you should take a moment to thank Johnathan. He is always advocating on your behalf by telling me to grade more leniently and add a few points. Adam, thank you for leading the way and showing your two younger siblings how to be successful in college. You are well on your way to finding a life with purpose. Adam, Johnathan, and Ella, having each of you as a presence in my life is a constant reminder that every student I teach is someone's son or daughter, and that makes me a better professor. I hope that I model for you, just as my own mother did, the importance of finding a career that provides meaning and purpose. I would like to thank the John Carroll Community for providing me a home where I can find purpose and meaning by doing what I love.

LISTED ARE SELF-REPORTED FACULTY ACCOMPLISHMENTS IN TEACHING, SCHOLARSHIP, AND OTHER PROFESSIONAL ACTIVITIES. AS OF FALL 2017, FACULTY PUBLICATIONS ARE RECORDED EXCLUSIVELY IN THE *FACULTY BIBLIOGRAPHY*. ALL PUBLICATIONS SHOULD BE SENT TO MINA CHERCOURT IN GRASSELLI LIBRARY (MCHERCOURT@JCU.EDU).

ACCOUNTANCY

Robert Bloom, Ph.D., has received the 2017 Award for Excellence from the Academy of Accounting Historians section of the American Accounting Association for his coauthored paper “The Matching Principle Revisited.”

ART HISTORY

Bo Liu, Ph.D., has been awarded a \$9,000 research grant from the Chiang Chin-kuo Foundation, supporting her 2018-19 research on paintings of women from the Northern Song dynasty tombs in China.

HISTORY

Matt Berg, Ph.D., commented on a panel entitled “The Mobile Lives of People and Things in Modern Austria: World War II and its Aftermath” at the 42nd Annual Conference of the German Studies Association in Pittsburgh this past September.

PHILOSOPHY

Sharon Kaye, Ph.D., was quoted in *Think Like Socrates: Using Questions to Invite Wonder and Empathy into the Classroom* (Corwin 2018), by Shanna Peebles.

Dr. Kaye and three JCU undergraduates presented “P4K: Philosophy for Kids in Middle School” at the Annual Conference of the Ohio Association for Gifted Children in Columbus, Ohio, in October.

Dr. Kaye was awarded a \$3,900 Mandel Grant to hire two JCU undergraduates to teach a philosophy class to middle school students, with emphasis on race, gender, and religious issues. The students will bring their culminating project to JCU’s 2019 *Celebration of Scholarship*.

ACADEMIC APPOINTMENTS



Brent Brossmann, Ph.D. (Communication & Theatre), was appointed director of the Integrative Core Curriculum starting in the 2018-19 academic year.



Sydnia De Franco, M.A., was appointed director of the Arrupe Scholars Program, effective May 2018. She has taught at John Carroll at different times since 2000 and served as director of our Writing Center in 2003-04.

Rodney Hessinger, Ph.D. (History), was appointed Associate Dean for Humanities and Social Sciences starting in the 2018-19 academic year.

Anne Kugler, Ph.D. (College of Arts & Sciences), was appointed Associate Dean for Graduate and Professional Studies starting in the 2018-19 academic year.

Michael Martin, Ph.D., has been appointed the new Associate Dean for Sciences, Mathematics, and Health in the College of Arts and Sciences. He takes up the position on January 1, 2019.



Krista Stevens, Ph.D., was named the Anisfield-Wolf Postdoctoral Fellow in Diversity & Christian Social Ethics in the Department of Theology & Religious Studies.

New Full-time Faculty

Bob Banjac, M.B.A.

Visiting Instructor

Department of Management, Marketing, & Supply Chain



Mr. Banjac received his M.B.A. from Bowling Green State University. He has over 15 years of experience in the corporate world, most working for

Fortune 500 corporations, which he brings to the classroom. In fall 2018, he is offering courses on Marketing Principles, Marketing Management, and Multinational Marketing.

Daniel Bossaller, Ph.D.

Visiting Assistant Professor

Department of Mathematics & Computer Science



Dr. Bossaller received his Ph.D. from Ohio University. His main area of research is classifying algebras in terms of properties of their basic

elements and also infinite-dimensional linear algebra. This fall, he is teaching Calculus & Analytic Geometry and an Introduction to Discrete Mathematics.

LTC Brian Ferguson

Professor

Department of Military Science



Lieutenant Colonel Ferguson comes to John Carroll with 18 years of service in the U.S. Army, most recently as the Fires Warfighting Function Chief Observer/

Controller Trainer at Fort Leavenworth, Kansas. In fall 2018, he is teaching a couple of sections of Developing Adaptive Leaders and a Leadership Skills Lab.

Noah Benjamin Bickart, Ph.D.

Visiting Assistant Professor

Tuohy Fellow of Interreligious Studies

Department of Theology & Religious Studies



Dr. Bickart is an ordained Rabbi and received his Ph.D. from the Jewish Theological Seminary of America. His areas of research include the

study of the major documents of Rabbinic Judaism, the history of their interpretation and textual development. He is also interested in questions of scholasticism in Late Antiquity. In fall 2018, he is teaching classes on Great Jewish Thinkers and The Rabbis on Sex and Gender.

M. Kathryn Doud, M.S.

Instructor

Department of Chemistry



After three years as a visitor, Ms. Doud has moved onto the tenure track. She brings to JCU experience at Harvard's NIEHS Center for

Environmental Health Proteomics Facility, the Broad Institute of MIT and Harvard, and the Cleveland Clinic Department of Neuroscience. In fall 2018, she is teaching General Biochemistry, Forensic Biochemistry, and Food Chemistry.

Kathleen Knoll-Frey, Ph.D.

Assistant Professor

Department of Sociology & Criminology



Dr. Knoll-Frey received her Ph.D. from the University of Maryland, College Park. Her research interests include sentencing, corrections, and

theory testing. In fall 2018, she is teaching courses on Criminology, the Death Penalty, and a special topics class on Racial Disparities.

Jonathan Gurary, Ph.D.

Visiting Assistant Professor

Department of Mathematics & Computer Science



Dr. Gurary received his Ph.D. from Cleveland State University. His research is focused on designing new methods of mobile authentication. In fall

2018, he is offering an Introduction to Software Application Development, Advanced Programming, and a special topics course on Computer & Network Security.

New Full-time Faculty

Jisok Kang, Ph.D.

Assistant Professor

Department of Economics & Finance



Dr. Kang received his Ph.D. from York University in Toronto, Ontario. His research interests span wide areas of finance and accounting, including

corporate and behavioral finance, investments, corporate governance, and financial disclosure. In fall 2018, he is offering classes on Investments and Portfolio Management.

Danielle Kara, Ph.D.

Visiting Assistant Professor

Department of Physics



Dr. Kara received her Ph.D. from Case Western Reserve University. Her research and teaching are primarily focused on applications of

physics that have a direct and positive impact on our society. In fall 2018, she is teaching classes on General Physics as well as Electricity & Magnetism.

Renee Martinez, M.S.

Visiting Instructor

Department of Management, Marketing, & Supply Chain



Ms. Martinez received her M.S. from Case Western Reserve University. She is an experienced marketing executive who has driven disciplined,

integrated marketing and brand strategy across high-profile, Fortune 500 companies. In fall 2018, she is teaching several sections of Marketing Principles and a class on Marketing Management.

Charles Palmeri, J.D.

Visiting Assistant Professor

Department of Management, Marketing, & Supply Chain



Mr. Palmeri received his J.D. from the University of Dayton. He brings 41 years of experience as a practicing attorney to the classroom. His law firm focuses on

legal representation of business entities, including commercial banks. In fall 2018, he is teaching courses on the Legal Environment of Business as well as Business Law.

Margaret Schauer, Ph.D.

Assistant Professor

Department of Education & School Psychology



Dr. Schauer received her Ph.D. from Cleveland State University. Her research interests are centered on culturally responsive pedagogies, teacher

and principal leadership development, academic motivation, mastery learning and school redesign. In fall 2018, she is offering a variety of classes on adolescent education and middle childhood education.

Robert Short, Ph.D.

Visiting Assistant Professor

Department of Mathematics & Computer Science



Dr. Short, an alum of John Carroll University, received his Ph.D. from Lehigh University. He is a mathematician with research interests in applications of

algebraic topology to real-world problems. In fall 2018, he is teaching classes on Calculus & Analytic Geometry as well as an Introduction to Discrete Mathematics.

Kathryn Trapp, Ph.D.

Visiting Assistant Professor

Department of Mathematics & Computer Science



Dr. Trapp received her Ph.D. from Carnegie Mellon University. Her research focuses on numerical analysis, specifically the use of numerical

methods to solve partial differential equations, while appreciating the use of technology in the mathematics classroom. In fall 2018, her teaching repertoire includes classes on Applied Calculus and Calculus & Analytic Geometry.

Xianwu (Sean) Zhang, M.S.

Visiting Instructor

Department of Economics & Finance



Mr. Zhang, who started at JCU in spring 2018, received his M.S. from Texas Tech University, where he is also completing his Ph.D. His research interests

are household/individual investor portfolio choice, behavioral finance, and mutual fund performance. In fall 2018, he is offering classes on Financial Markets & Institutions as well as a seminar on Retirement Planning.

Ancient Lessons for the Contemporary Era



Kristen Ehrhardt, Ph.D. (left), receives the Culicchia Award for Teaching Excellence from Dean Margaret Farrar, Ph.D.

(The following remarks were made by Dr. Kristen Ehrhardt on October 3 at the CAS Fall Meeting, where she was honored as the recipient of the 2018 Lucrezia Culicchia Award for Teaching Excellence in the College of Arts and Sciences.)

Thank you to the Culicchia committee for your work, and for working on yet another committee. Thanks also to Margaret Farrar and Anne Kugler, who managed to totally catch me off guard last April when they appeared with a huge bouquet of flowers and smiles and an award. And thanks to all my students who took the time to write letters on my behalf and to all the students who have taken classes with me!

This is my eighth year at John Carroll, and in these few years I've managed to be hired twice, receive tenure and promotion, and receive this award. There are loads of people who help keep me going on a daily basis (Amy Wainwright, Kristen Tobey, Megan Thornton, Emily Butler, Angie Canda, and, of course, Ed Mish); but all of these milestones depended on the support and work of three people in particular: Gwen Compton-Engle, Julia Karolle-Berg, and Martha Pereszlenyi-Pinter. It's all the more remarkable that I'm here in front of you given that my hiring the second time around included a blizzard in Chicago at the end of the classics annual meeting, and an epic—like, Odyssey-level epic,

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minus the seven years hanging out with Calypso—Amtrak trip home for my colleagues. Thanks again, y’all—especially for not holding that against me.

So, I teach classics—I teach Latin and Greek, and about the Romans and Greeks. And I teach within a languages department, where one of our departmental learning goals is that “Students can demonstrate emerging cultural competence.” In this vein, we push our students to think beyond their own worldview. Now, this makes sense if you’re teaching Spanish or German or French or Japanese or..., but there are some obvious difficulties trying to do this when you teach dead languages. First, we don’t have time machines; second, the images of antiquity that we usually see in pop culture are not typically worldviews that we should strive to emulate.

What this means for me is that I organize my classes with a hefty emphasis on providing loads of literary and historical context and discussing the lives of ordinary people: not just rulers and wars, but how people deal with and think about rulers and wars. And one of the most effective tools I’ve found to engage students in this endeavor are immersive roleplaying games. I’ve developed some games on my own: single-session myth games, semester-long, Latin-composition games, and I’ve played a long-term ancient history game developed by Mark Carnes and the Reacting to the Past Consortium. I’ve used games in 30-student classes and 5-student classes, and not only do my students love playing them, they metacognitively notice how much they’re learning as they play.

The magical part of these games is watching students develop their new identities after you give each student an individual role. “You are Anytus, the son of Anthemion, a worker who managed to acquire enough wealth to own a tannery. When he died, you inherited the successful tannery. You have played a prominent role in the political life

of Athens.” Depending on the game, role sheets may be highly detailed from the beginning or may depend on students to flesh them out further. But I think that the use of the second person on these sheets is crucial in allowing students to take charge—you are no longer just yourself.

Likewise, the classroom becomes something different. These games include “liminal moments” that, as Carnes notes, “signal that the classroom has become a different place in which the students will be interacting in strange, unusual, and delightful ways.” So, in the Athens game, at the beginning of each session, students start with a prayer to Athena and a pig sacrifice (both of which they figure out on their own), in which they demarcate the edge of the Pynx, shutting out non-citizens from the proceedings.

I embedded this game in my Greek history course. The Athens game begins with a short, one-day game, to acclimate students to role-playing. This short game begins in the final months of the Peloponnesian War—the Spartans have surrounded the city and have cut them off from their food supply—this is a real event that truly happened and it was dire. The citizens must debate whether to surrender or not, but as the clock ticks, the food becomes more scarce, and at the end of each “month” (every 10 min. or so) the gamemaster (me) walks around and students must pick a marble from a jar which determines whether they live for another month or die. Even though I knew what would happen next (spoiler alert—they all get resurrected and have new roles in another room), one of the most devastating moments I’ve ever experienced was “killing off” a half-dozen students. What’s more, because all the rich Athenians had private stocks of food, none of them died. I had just killed off a group of poor, loyal democrats. This was the moment the game got real. The debate, which had started off pretty meh, gained a new sense of urgency, as I ushered the “ghosts” to the hallway and gave them new instructions. In

the end, the Spartans totally destroyed Athens, which is totally contrary to history. But the students learned how to make the classroom into their own space, and the big game was good to go.

The main game begins after the war, and after the Thirty Tyrants have been routed from the city. The text of the game lays out a series of debates—based in actual history—that lead to the student-citizens creating new laws. Citizens began by debating what to do with the group of Athenians who had Spartan loyalties; they debated whether education was a necessary part of being a citizen; they debated what it means to be an Athenian citizen, and they even tried Socrates. In our class, Socrates was found guilty, but rather than giving him the death penalty, they exiled him. To deal with this counterfactual, in the following period a die roll determined what exactly Socrates was doing in his exile. And, don't worry, while counterfactuals are allowed to stand during the duration of the game, at the end of the game we debrief and examine the ways that we got history wrong.

For each of the debates, certain characters were assigned a specific viewpoint and had to deliver a persuasive speech in character. This is where the goal of cultural competence, of experiencing events from a perspective outside your own worldview, really came into play. Only citizens were allowed to vote in the Athenian Assembly, so every student in the class played a male character (except for one character who was a woman who was pretending to be her husband, who was played by a male student). Several students, who had previously thought positively about Plato and Socrates, soon realized that Socrates was actually a menace to Athenian democracy. The student who played the part of a theater producer realized that the only way her character could get his plays on stage was if the city had enough money to fund them, and that the only way the city would have money was through reestablishing the

empire, and using military force to demand payments from the allies—a stance totally contrary to her own beliefs. Several students made this connection in their written reflections—as one student from the aristocratic faction wrote: “Actually debating the issues that the Ancient Athenians did really made me think about the different sides from their perspectives. The issues we have been discussing also mirror our own society today. ... It was interesting that I found myself personally siding with what my character would have believed. Whenever the Socratics would speak, I found myself getting annoyed with them for coming off so arrogant and pompous. I imagine that's how the rest of Athenian society felt about them too.”

Not every class can support a multi-week, immersive role-playing game. In my myth class, I've used a variety of short enacting-games for years—debates and a mythological battle game. Games are, in short, a nifty means to an end: a tool to push students outside of their usual perspectives. But the most important reason I have for finding ways to get my students to think beyond what they think they know about classics, and to consider worldviews outside of their own, is the newly-urgent challenge that our field is dealing with, namely, countering white-supremacist appropriations of classical antiquity. Since the election—and really, nomination—of our current president, an alarming number of people have felt emboldened to speak in overtly racist terms, and far too frequently this racism is couched in terms connected to the classical world. From the use of torches to light up rallies, to the images of fasces on protesters' shields, from t-shirts and bumper stickers and flags bearing the phrase “Molon labe” (“come and take them”—supposedly said by the Spartan King Leonidas to Xerxes, when the Persian king demanded the Spartans hand over their weapons, a phrase which was probably not ever actually spoken), to the

appropriation of classical iconography by racist groups. Two common threads weave these classical appropriations together: first, that the Greeks and Romans were the first and greatest, and second, that as the originators of Western Civilization, they were European/white.

Now, I'm not saying that role-playing games can end racism. I'm not even sure I have any great ideas about how to combat this. But a class on Greek history, where students have to examine both Spartan and Athenian sides of things, might keep some people from idealizing either side too much. And a class where you discover what sea travel was like might help you understand that, even though it's a bear to get from Corinth to Lesbos, it's not much more of a problem to go between Crete and Naukratis—to understand that the ancient Mediterranean world was centered on this body of water that continually connected people. Our classes show how the Greeks were constantly in contact with Persians, that they knew that Egypt was a far older culture than their own, that Ethiopia was a place where the gods had second homes, that there were some Roman emperors from Africa, and that nearly all of the marble wasn't actually white in antiquity, but painted.

And I do think that showing our students how life in the ancient world wasn't pristine, but as much of a complex mess as our own world, is a useful and necessary step in countering these idealized notions of the Primacy of Classical Antiquity. On a daily basis, I show my students how much I dig learning this stuff, but equally, how very disturbed I am by so much of it. On a daily basis, I help students look beyond their own lives to the lives of people so far removed, to figure out as much of the cultural context that we can know, and then I help them think about it all as themselves. This is a really cool job that I get to do here. Thanks again, y'all.

SUBMISSION PROCESS FOR *FACULTY NOTES*

Submitting items to *Faculty Notes* is easy. The online form is designed to capture all of the needed information, allow for preformatting, and acknowledge the submission automatically. The form is available on the *Faculty Notes* website: sites.jcu.edu/facultynotes.

FACULTYNOTES

FALL 2018 VOLUME 11, ISSUE 2

MISSION STATEMENT

Published by the Office of the Provost and Academic Vice President, *Faculty Notes* is a University-wide and publicly accessible newsletter designed to recognize the academic achievements of its full- and part-time faculty across all disciplines. In accord with the vision, mission, and core values of John Carroll University, the newsletter proudly promotes the scholarship, leadership, and service of our faculty members locally, nationally, and internationally. It also seeks to foster communication and collaboration for research and teaching both on campus and externally.

Questions and comments should be directed to:

James Krukones
Associate Academic Vice President
jkrukones@jcu.edu

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Produced by Integrated Marketing and Communications

IMC-11873414-0516